



Course Plan 2020-2021



Baltic Defence College
Ad Securitatem Patriarum

**Joint Command and
General Staff Course**

Joint Command and General Staff Course

Course Plan 2020-2021



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Course Director's Foreword

Dear JCGSC students,

Congratulations on being selected for the Joint Command and General Staff Course (JCGSC) of the 2020-2021 academic year and welcome to the Baltic Defence College (BALTDEFCOL) in Tartu.

You have undoubtedly been working hard to get here; however, please understand that reaching this point is not the end goal, but rather a significant step towards it. Now, your task is to study and successfully graduate from the course to set the required prerequisite for your career. Remember that your personal assessment (Performance Review) from the JCGSC, which you and your authorities will receive in the middle and at the end of the course, may be directly connected to your further career and the position to which you will be appointed after graduation. Your authorities view your participation in the course as an investment in strengthening your respective country's defence; therefore, your superiors expect you to do your best to acquire joint level education that would ensure the continuity and future progress of your military organisations.

BALTDEFCOL is organised to support your authorities' expectations and provide you with quality residential studies which are delivered as intensive, face-to-face academic seminars. BALTDEFCOL is a mature, internationally respected educational institution with over 20 years of experience in teaching various military-related topics and themes and preparing future military leaders. BALTDEFCOL is internationally recognised as the Professional Military Education institution with expertise in the fields of NATO regional security and Russia. The College constitutes a team of likeminded study-oriented people, faculty and staff, both civilian and military, all of whom you will meet in corridors, during lectures, on field trips and at countless other events and activities. As JCGSC students, you will have an opportunity to enrol in a Master's programme in Military Leadership Studies, provided by the National Defence Academy of Latvia. With the support of the faculty, mostly with the help of your designated Syndicate Guiding Officers, you are to develop your leadership, critical-thinking, problem-solving and military writing skills throughout the course. You will receive more information on this in due time.

Let me briefly elaborate on what is expected from you to be successful throughout the course.

1. Read. Without reading, you are an inadequate participant of your syndicate activities. Reading establishes a base for you to be active and provides you with ideas and factual material. Reading efficiently with comprehension and healthy criticism is an essential skill and competency for those who make decisions and offer informed recommendations to others.

2. Be active, ask questions and share what you know and/or what you find with your fellow students. Help other students and faculty, provide advice if you can, assume the lead role if no one else does.

3. Write. Do not be afraid to write with mistakes. Skill comes with practice. Before writing, make sure that you understand all the requirements. The ability to write well with purpose, clarity and precision reflects the quality of thinking. Leaders must be able to formulate well-reasoned arguments that are sustained by evidence and analysis to enable a particular action, decision or course of action.

4. Avoid plagiarism and any other forms of cheating as this carries serious consequences. Do not use or present the work of others as your own. What constitutes academic misconduct will be explained in the beginning and monitored throughout the course.

5. Expect the unexpected. The current environment is often characterised as volatile, uncertain, complex and ambiguous (VUCA). How COVID-19 affected the world, and in our case a significant part of the 2019-2020 JCGSC, is the perfect example of VUCA. The BALTDEFCOL faculty was able to adapt to the changed world in quarantine and continue education through distance learning. For you, it means that former graduates will be back for Exercise JOINT RESOLVE 2021, which will be conducted in Tartu in May 2021. We will have to absorb additional participants and create the necessary number of JOPGs to provide the experience they missed. Additionally, it means that a similar event may occur and you must be prepared to receive at least part of your education through distance learning, via an interactive internet-based intellectual environment. Whatever may happen, expect challenges, be ready to adapt and focus on education.

While studying, do not forget to take the opportunity to relax and spend quality time with your colleagues and families, explore the region and learn more about the local culture and that of other nations represented in the College. After all, the professional relationships that you forge in BALTDEFCOL will stay with you for a long time.

I am looking forward to personally welcoming you to the College!



ANDRIJUS GRACHAUSKAS
Colonel (LTU A)
Course Director

1.0 About the Baltic Defence College

1.1 Mandate of the Baltic Defence College

The Baltic Defence College (BALTDEFCOL) was founded in 1999 by Estonia, Latvia and Lithuania (Framework Nations) with support from their allies and partners. The College's mandate was set out in a Memorandum of Understanding between the Defence Ministers of Estonia, Latvia and Lithuania. In 2019, the Baltic states' Ministerial Committee approved the BALTDEFCOL Development Plan 2019-2027, which provides political guidance for development and future operations at the College and sets strategic goals and ways to achieve them.

A couple of years ago, the College celebrated its 20 year anniversary. This was marked by several academic and high-level events, including a special publication devoted to the College's development during its 20 years of existence and the inauguration of a new College flag. As the College enters a new phase of maturity, it remains committed to continue its development and strive towards a higher quality of education standards. Recent examples of these efforts include certification by NATO of selected BALTDEFCOL electives – Operational Level Energy Security Course and NATO Intermediate Strategic Communications Course. Both courses are open for BALTDEFCOL students and as well as external participation. The next step is a NATO institutional accreditation that will provide recognition of the BALTDEFCOL high-quality standards.

The vision for BALTDEFCOL is to be a modern, future-oriented, attractive and competitive English language-based international defence college with a regional focus and Euro-Atlantic scope. BALTDEFCOL serves as a Professional Military Education (PME) institution at the operational and strategic level, applying the latest educational principles, effective management and best use of intellectual and material resources.

The mission of BALTDEFCOL is to educate the military and security-related civilian personnel of the Framework Nations, allies and partners whilst promoting international cooperation and networking and contributing to research in security and defence policy in order to meet the ongoing security and defence needs of Estonia, Latvia and Lithuania.

BALTDEFCOL's major geo-strategic scope in educational matters cover:

- Security and defence of the Baltic Sea region with a particular focus on Russia
- The wider NATO/EU area with a specific centre of attention, in priority order:
 - Eastern Europe
 - Western Europe and the Transatlantic Link

BALTDEFCOL is thus responsible for the delivery of the following courses:

- Senior Leaders' Course (SLC) – a week-long course for general and flag officers and their civilian equivalents.
- Command Senior Enlisted Leaders' Course (CSEL) – a three-month strategic level course for top-level Senior Enlisted Leaders working directly for General/Flag Officers.
- The Higher Command Studies Course (HCSC) – a five-month senior-level course providing senior education for Colonels and civilian equivalents for executive responsibilities at the strategic level.
- The Joint Command and General Staff Course (JCGSC) – a ten-month senior staff officers' course providing mid-level education for Lieutenant Colonels and Majors and selected security-related civil servants for command and staff assignments at the operational level.
- The Civil Servants' Course (CSC) – a three-month security and defence course for junior and mid-ranking civil servants providing education for security-related civil servants from governmental organisations and agencies, focusing on areas required for future assignments.
- Various short courses, seminars and roundtable events at the request of the Baltic States.

1.2 Professional Military Education (PME) System

The Professional Military Education System of the Baltic states divides officer education into four development levels. The first two are concerned with the basic training and education of junior officers and are a national responsibility. The Baltic Defence College's Joint Command and General Staff Course and Higher Command Studies Course (or their equivalents) are the third and fourth levels of military education in Estonia, Latvia and Lithuania.

Framework Nations' PME System



Figure 1: Diagram of Professional Military Education in the Baltic states

1.3 Code of Conduct

While students and faculty are expected to support and use the military chain of command as practised in the College, BALTDEFCOL maintains an open-door policy and students are free to take advantage of this policy as needed.

The Baltic Defence College has a Code of Conduct which all members of staff and students are expected to abide by. The Code of Conduct holds the following principles:

Respect

- People (listen to everyone)
- The multinational environment
- Remember that students are colleagues
- Use the chain of command
- Make decisions at the right level
- Show loyalty to decisions

Responsibility

- Be professional – Lifetime learning
- Express your opinion
- Use common sense

Openness

- Have no hidden agendas
- Get input before decision
- Talk to, not about people

Having Fun

- Involve families
- Encourage socialising to do things together

2.0 About the Joint Command and General Staff Course

2.1 Admission Requirements

Students attending the course should:

- Hold the rank of:
 - Army/Air Force/Special Operations Forces: Major (OF-3) or Lieutenant Colonel (OF-4)
 - Navy: Lieutenant Commander (OF-3) or Commander (OF-4)
- Have successful leadership experience at the OF-2 level
- Have strong promotion potential
- Be proficient in battalion/squadron-level operations with a strong understanding of combined arms
- NATO countries: hold NATO Confidential clearance
- Non-NATO countries: hold PfP Confidential security clearance
- Have computer skills – proficiency in Microsoft Windows, Word, Excel and PowerPoint
- Have English language level 3232 (according to NATO STANAG 6001 or an equivalent test). A proficiency certificate should be provided to the Registrar upon arrival
- Meet respective states' armed forces physical and medical requirements

Security clearances may be required for participation in selected exercises or study trips.

At the beginning of the course, the Baltic Defence College will conduct English language assessments using an English language placement test. Failure to pass the language test leads to withdrawal from the course.

2.2 Outline

The JCGSC is a uniquely multinational course that brings together many nations each year. The course runs for ten months.

The main focus of the course is at the operational level, with a strong emphasis on Allied Joint Operations across the full spectrum of operations. The JCGSC is highly demanding and students will be required to conduct individual research and participate in a range of lectures, discussions and syndicate work. Two study trips complement the main modules of the curriculum, and staff rides are organised during the year – one of which is embedded in the Module Fundamentals and Components, the other will be offered on a volunteer basis during a weekend. The course culminates in a major exercise focused on NATO Article 5 operational planning and execution which will be organised in Tartu. In addition, students will participate in the conferences and roundtable seminars organised by the College and have the opportunity to attend a number of academic events outside the College premises.

Students are expected to spend around 22 hours preparing for the course by completing an Advance Distance Learning (ADL) online module called 'Initial Unit' and reading certain material prior to their arrival and during the course in accordance with the deadlines specified on ILIAS.

During the residential period, each working day comprises an average of six academic hours of classroom activities (1 academic hour = 45 minutes) and the average week in total consists of 27 contact hours. Students are also expected to spend an average of three hours a day and five hours on weekends on individual and preparatory work. The duration of classroom activities and plenary sessions is modified to meet the requirements of specific educational activities (for example, during exercises or the Operational Planning module) or provide the opportunity for students to meet high-level officials or academics. These changes will be reflected in the weekly schedules.

For most of the course, students follow a core curriculum which includes topics such as leadership and command, operations, international security and strategy, defence and project management. The course also offers electives on various topics, which have proved to be an attractive element of adult education.

There are two periods and types of elective offered during the course – the first focuses on the strategic environment and international security challenges in the region, the second is used to facilitate preparation for the upcoming combined joint staff exercise by focusing on some functional areas and specific topics. Electives are delivered by the College faculty and additional electives are offered in close cooperation with the Centres of Excellence in the Baltic states and beyond.

Students can earn a Master's degree in Military Leadership and Security. The programme, accredited by the Latvian Ministry of Education and Science, is implemented by BALTDEFCOL in close partnership with the National Defence Academy of Latvia (see more information on page 17).

2.3 Aim of the JCGSC

The JCGSC provides Professional Military Education (PME) focused at the operational level. The purpose of the course is to develop and educate officers and civil servants to thrive in multi-service and international joint staff and command positions, addressing the complex security challenges from the Baltic and Euro-Atlantic perspective.

2.4 Course Objectives and Learning Outcomes

The delivery of education through the JCGSC is organised to help students develop a series of skills, competencies and knowledge that build upon each other towards the culmination point, enabling graduates to:

Apply proven military and business leadership and management methods to create solutions to complex, relevant and current problems in the contexts of operational art, defence planning and project management within multinational staffs and organisations.

This course objective is supported by and achieved through all educational components, particularly by: Leadership and Command, Research Project, International Security Environment, Defence Planning and Management, Project Management, Innovations and Military Technology (IMT), selected topics from Elective 1, Annual Conference on Baltic Military History.

Apply the fundamentals of critical thinking within academic and professional contexts in order to evaluate and solve complex problems and apply effective communication skills.

This course objective is supported by and achieved through all educational components, particularly by: Leadership and Command, Research Project, Defence Planning and Management, Planning and Execution of Allied Joint Operations, Annual Conference on Baltic Military History, Annual Conference on Russia.

Evaluate the driving forces of the international security environment and the contemporary forms of war and violence and analyse the national and international dimensions of the Baltic states' security and defence policies.

This course objective is supported by and achieved through the following educational components: Research Project, International Security Environment, Elective 1, selected topics from Elective 2, Annual Conference on Russia and International Study Trip.

Analyse the manifold dimensions of the conduct of combined, joint operations in national and allied environments and apply the Operational Planning Process principles in NATO Article 5 and Non-Article 5 scenarios/operations.

This course objective is supported by and achieved through the following educational components: Fundamentals and Components, Operational Level Planning, Allied Joint Operations, Operational Law, NATO Crisis Response, Planning and Execution of Allied Joint Operations, Leadership and Command, Research Project, International Security Environment, Elective 2.

Each module, elective or additional educational component has a predefined aim, learning outcomes and educational methods that facilitate achievement of the module level aims and learning outcomes as well as enable students to reach higher course level objectives and seek synergies between modules and educational components.

3.0 Educational Framework

3.1 Introduction

The JCGSC's educational framework is predicated on a combined educational approach, including lectures, seminars and small group (syndicate) activities and exercises, to facilitate adult learning. Consequently, the primary responsibility for learning and achieving the specified learning outcomes is placed on the student. To help facilitate this process, the Baltic Defence College aims to provide the students of the JCGSC the best possible educational environment for learning. Moreover, ADL methods and tools, such as Microsoft Teams, are used whenever applicable and suitable to achieve adult learning objectives. Thus, active learning and the full participation and contribution of all students is encouraged; this allows students to share their knowledge, experience and learning with others in an open and positive environment.

In summary, the JCGSC is designed for self-motivated, competitive and experienced professionals who have the required language skills in English to engage with their peers and want to excel during their time at the College.

3.2 Educational Charter

The delivery of education at the Baltic Defence College is guided by an 'Educational Charter', which includes six principles related to both students and faculty:

1. **Education is not received, but achieved:** education is the basis for professional and individual self-improvement, students are therefore encouraged to devote themselves to their studies, understanding that the effort they put in will be rewarded with what they get out of the educational process.
2. **Minds are not vessels to be filled, but fires to be kindled:** faculty should not simply provide facts for students to learn; through small group learning methods, they should seek to mentor students to help them develop their ability to think for themselves. The objective is not to educate students on what to think, but rather to show them how to think.
3. **Knowledge is a potent weapon, so arm yourself well:** research facilitates the acquisition and transmission of knowledge. Whilst knowledge is not necessarily power, power can only be wielded effectively with knowledge. Students are inspired to research information in support of their own interests and requirements. Equally, the development of education requires continuous research and self-development on the part of the faculty.
4. **Professionalism is the key to education and research:** responsible faculty must be experts in their respective fields, capable of enacting quality management over the educational process, able to maintain excellent educational materials and ready to devote themselves to their students and work.
5. **Assessment should be rigorous and fair:** assessment should be understood and designed as a productive learning experience for students, meaning that faculty should always endeavour to provide professional, meaningful and constructive feedback. Meanwhile, students should receive this feedback in the positive way it is intended—as a learning tool to facilitate self-improvement.
6. **Voices should not be raised, arguments should be improved:** in keeping with an ethos of free enquiry and transparency, the Baltic Defence College will always foster an open atmosphere, where staff and students can engage – sometimes even robustly – in discussion and debate.

3.3 Learning Levels – Bloom’s Taxonomy

Like other institutions practising Professional Military Educational, the Baltic Defence College deploys a system incorporating Bloom’s Taxonomy to provide structure to its educational products. This taxonomy was developed by Dr Benjamin Bloom in 1956 as a way of delineating various aspects of learning. Bloom identified three components of learning, namely the Cognitive (mental), Affective (emotional) and Psychomotor (physical) domains of intelligence, though the cognitive has been by far the most influential. Indeed, Figure 2 depicts the latest version of ‘Bloom’s Taxonomy’, updated by a team of academics led by Dr Lorin Anderson, a student of Bloom, in 2000, illustrating the progression of learning within the **cognitive domain**.

Learning Level	Alternatives	Explanation	Examples
6. Create	Assemble, Formulate, Generate, Modify, Plan	A cognitive process through which elements are linked together or reorganised to form a coherent or functional whole or a new pattern or structure.	<ul style="list-style-type: none"> • Formulate security strategy • Generate a campaign plan • Create defence policy
5. Evaluate	Assess, Appraise, Justify, Rank, Validate	A cognitive process whereby theories, concepts, ideas or phenomena are scrutinised and judged in relation to their relevance or superiority.	<ul style="list-style-type: none"> • Assess the best weapon • Justify a budget • Validate a procedure
4. Analyse	Consider, Contrast, Distinguish, Examine, Investigate	A cognitive process whereby a piece of information is split into its component parts, with each relationship articulated in relation to the others.	<ul style="list-style-type: none"> • Investigate a campaign plan • Distinguish components • Consider problems
3. Apply	Classify, Demonstrate, Employ, Use, Utilise	A cognitive process whereby information is articulated in relation to a particular situation (often to overcome an issue or problem).	<ul style="list-style-type: none"> • Employ a doctrine • Use a field manual • Apply legal protocol
2. Understand	Convert, Describe, Estimate, Explain, Identify	A cognitive process whereby the meaning of various theories, concepts, ideas or phenomena is obtained and articulated.	<ul style="list-style-type: none"> • Identify analogies • Explain phenomena • Explain historical dates
1. Remember	List, Outline, Recall, Reproduce, State	A cognitive process whereby information – previously discovered – is recalled and articulated.	<ul style="list-style-type: none"> • Outline a policy • Recall a doctrine • List important individuals

Figure 2: Bloom’s Updated Taxonomy (adapted from Anderson and Krathwohl, 2001)

The JCGSC utilises these learning levels in the identification of learning outcomes, which are deemed necessary for both the course and its modules. According to the JCGSC’s aim and educational philosophy and the prior knowledge of the students attending the course, most of the teaching is provided between levels two and four.

3.4 Educational Components and Methods

The Baltic Defence College follows the guidelines and principles of the Bologna Process, initiated within the European Higher Education Area to standardise the duration of European educational courses and assessment procedures to facilitate the easy transfer of qualifications between academic institutions. At the Baltic Defence College, one academic hour corresponds to 45 minutes of work; 26 academic hours correspond to 1 ECTS credit. The total student workload, which forms the bases for ECTS calculation, is the sum of contact hours (CH) and individual preparation time (IPT). The JCGSC includes 1742 hours or 67 ECTS credit points in total. The time allocated should enable the average student to pass each module and therefore, the course, but those students seeking to gain the highest grades should expect to put in more time and effort. Each week contains an average of 44 hours of study time (total CH and IPT), which is commonly divided as follows:

- 1. Contact Hours (CH):** within the curriculum, this includes time spent in lectures, syndicate activities, exercises, exams and study trips, during which students are expected to interact with faculty or act under the direct supervision of faculty. Lectures, plenary discussions and syndicate work via ADL means are counted as CH.
 - a. A lecture** is a presentation on the topic or curriculum material delivered by a faculty member or guest speaker. Lectures are one of the ways through which adult education is provided, allowing all students to congregate with an expert – either a member of the faculty or a guest speaker – who presents on a topic to stimulate students' thinking and convey key facts, experiences or ideas whilst simultaneously drawing students into debate and discussion.
 - b. Conferences** provide opportunities to share scientific knowledge and in-depth expertise on a specific topic. Students will be provided an opportunity to participate in such events, including the Annual Conference on Russia 2021 and the Annual Conference on Baltic Military History 2020 organised by BALTDEFCOL.
 - c. Exam:** an assessment intended to measure the test-taker's knowledge and analytical skills. An exam can take place in many forms (e.g. written, oral, online tests or open book exam). Written exams have a variety of formats, including short answers, long answers, multiple choice or a combined approach.
 - d. Exercises** are (the military) analysis of a situation coupled with a role-based interactive application of previously covered curriculum material within a formatted, simulated scenario. Exercises are conducted to allow students to apply the theories and concepts studied throughout the curriculum and demonstrate leadership and other qualities and capabilities. All exercises are well connected to the relevant learning outcomes and are a major aspect of the educational experience during the course.
 - e. Extra Curriculum Activities** involve high-level visitors or distinguished guests who will deliver a lecture for all the courses present and the faculty, providing an opportunity to be updated on contemporary issues or gain a unique personal and professional insight. These types of activity are often not planned and thus require adjustments in the course schedule and weekly plans.
 - f. Joint Operations Planning Group (JOPG)** is a functional staff team composed with a purpose to perform operations planning tasks at the operational level. JOPGs are formed during College exercises to replicate the operational staff environment. For exercises, each student is assigned a specific leadership or staff function within the JOPG.

- g. **Open Book Exam:** A type of examination in which various study materials including notes, books, textbooks and other information can be utilised by the student in answering the questions. It is used to assess the ability to interpret, analyse and critically think on the topics of the module.
 - h. **Oral Exam:** A type of examination in which a student verbally elaborates the answers to the assessment board and has the opportunity to particularise the answers provided by replying to questions from members of a respective assessment board. The students will be required to pass the oral exam at the end of the first semester.
 - i. **Plenary Discussions** are group discussions or syndicate presentations moderated by either a member of the faculty or a guest speaker. Plenary discussions may take place after the lecture or as syndicate work presentations.
 - j. **Seminars** are organised by the faculty or students. They typically involve group discussions chaired by an assigned faculty member and may be structured around briefings, presentations or preliminary readings. This method facilitates the exchange of views, develops analytical skills and critical thinking and the ability to reflect on the given subject area.
 - k. **Staff Ride** is an educational activity outside the College that places students on actual terrain and expands upon their knowledge and analysis of the significance of the location or events across the terrain. Staff rides are usually volunteer activities conducted during weekends and they support the JCGSC curriculum. The College organises 2-3 staff rides per academic year.
 - l. **Study Trips** are collective visits to institutions, organisations and agencies outside the Baltic Defence College. As such, they constitute an essential and integral part of the JCGSC and are planned to meet the relevant learning outcomes for selected modules. These trips provide students with an excellent opportunity to meet national, regional and global practitioners in the environment in which decisions are made, allowing students to obtain first-hand knowledge of allied, European and national policies as well as armed forces and cultural values.
 - m. **Supervision** is the key means for students to complete selected written assignments through regular meetings with a supervisor. It is vital to note that the role of the supervisor is not to write the student's assignment for them, but rather to offer critical feedback and advice on drafts of their paper, which can then be used to make improvements and amendments to future versions.
 - n. **Syndicate Work/Activities** allow students to develop and present briefings on particular topics to one another. The students are divided into syndicates (approximately 10 to 12 students per syndicate). Syndicate activities generally consist of preparatory reading, a presentation and a discussion. These discussions are intended to encourage students to consider course material at a higher cognitive level. They are chaired, in rotation, by students (the Syndicate Leader or Task Leader), who are expected to carry out additional work in preparation for this role.
2. **Individual Preparation Time (IPT):** time allocated for individual study and research, preparation for syndicate activities and reflection as well as work on assignments. Students should plan to spend, on average, three hours from Monday-Thursday engaged in such activity as well as five hours over the weekends.

Individual Research Project is a work of individual research carried out by a student on a topic mostly related to the course curriculum, which consists of required reading, tutoring, a written paper and a presentation. During the course, students will be tasked to develop a Research Paper (5000 words) involving detailed research and applying academic standards.

The JCGSC includes two varieties of reading, but could include additional tasks:

- a. **Preparatory Readings** are **mandatory** reading to be completed in advance for particular educational activities. Preparatory readings are intended to provide students with a broad overview of the topics identified to reach the learning outcomes specified.
- b. **Supplementary Readings** are provided to **support** each educational activity, providing additional insight into certain aspects of the curriculum. The complete list of supplementary reading material will often be well in excess of that which can be reviewed in the time available. Students will thus have to make choices as to what they consider of greatest value to their personal goals and interests.

1. Additional educational components and assignments - individual or group activity:

- a. **Blog post:** a short and purposely written short article expressing views or opinions on individual and up-to-date subjects based on analysis related to Baltic security; these are posted on the College Website on the Blog on Baltic Security.
- b. **Case study:** a researched and detailed analysis of a historic or current event, battle, campaign or other real-life situation for the purpose of applying gained knowledge or reinforcing previously covered material. It allows learners to participate actively following the guidance of an instructor in applying the concepts or principles under study and to foster problem-solving, higher-level learning and respect of other opinions.
- c. **Group Research Project** is carried out by student teams on an issue related to the course curriculum and within the context of a historical scenario, a research question, analytical tasks such as a case study or comparative study, or another appropriate activity. A team research project or task consists of required reading, discussions, tutoring and a written paper or verbal presentation.
- d. **Essay:** a written work on a specific topic accomplished by the inclusion of the author's personal assessment based on their opinions founded by individual research; the four main types of essays are narrative, descriptive, expository and argumentative.
- e. **Online test:** a domain of e-learning aimed at assessing the learner's knowledge on a given topic using online means.
- f. **Point-paper** is a written product which conveys information by listing facts, assessments and recommendations.
- g. **Policy paper** (policy brief, policy memo) is a short report on a problem for decision or policymakers. The typical structure is as follows: a) issue (title); b) executive summary; c) background information; d) discussion of policy options; and e) actionable recommendation.
- h. **Presentation:** a formal speech aiming to describe or explain a specific subject to a group of people. There are different formats and aims for presentations (e.g. informative or persuasive). At the College, presentations are usually the result of an individual or a group assignment and often represent the findings of discussions or solutions to given problems.

- i. **Quiz:** a short test on a particular subject. A quiz could also be conducted in the form of a competition between individuals and teams.
- j. **Staff paper:** a short and focused paper often produced in military organisations and following a predefined structure. It has two main purposes: to impart information or to obtain direction. To achieve its purpose, a staff paper must present facts and be unambiguous, concise and direct in its style so that the reader can understand them easily.

3.5 Master's Degree in Military Leadership and Security

The JCGSC curriculum is part of the Master's Studies programme approved by the Ministry of Education of Latvia and conducted with the National Defence Academy of Latvia (NDAL). Thus, the JCGSC forms the first two semesters with 60 ECTS of a three-semester Master of Arts study in Military Leadership and Security (with a total of 90 ECTS).

The students enrolled in Master's degrees have, in addition to the JCGSC programme, separate sessions after class hours following the MA programme requirements. MA students will write a research dissertation of 60-80 pages in length. Enrolment requirements can be found at the following webpage: <https://www.naa.mil.lv/index.php/en/node/681>

3.6 Team Building Athletics

It is important that officers are able to maintain their physical standards and develop team spirit and leadership. During the first semester, team building athletics is organised with the purpose of developing officers in teams (syndicates). This is a mandatory activity offering sports events usually scheduled on Thursday afternoons. There are numerous other activities organised by the College that support the students' team building.

4.0 Organisation of the Joint Command and General Staff Course

4.1 Key Faculty

a. Course Director

The Course Director is directly responsible to the Commandant for the development, planning and execution of the course. The Course Director is supported, when requested, by the Dean, the Curriculum Developer, Module Coordinators, SGOs and any other relevant faculty members.

b. Module and Elective Coordinators

Module and Elective Coordinators are responsible for implementing the academic subjects by planning, conducting and assessing various educational activities. They are responsible for the liaison with, use of and administration matters related to external support e.g. Guest Speakers, Study Trips, event timings.

c. Faculty

Faculty delivers the academic content for specific lectures, syndicate activities and other educational activities during the JCGSC. The faculty consists of civilian and military personnel who are deployed by their nations or hired directly by the College and who are planning and implementing educational activities and assessing the students' assignments. The faculty implements educational activities in their roles as Module/Elective coordinators, supervisors of research papers, assessors, lecturers and Syndicate Guiding Officers. Directors of the Department, the Dean and other Management Group members are also part of the faculty.

d. Guest Speakers and SME

Guest Speakers and Subject Matter Experts (SME) are supplemental contributors to the JCGSC, delivering education and mentoring students based on their expertise in specific area.

e. Syndicate Guiding Officers

A Syndicate Guiding Officer (SGO) is a member of the faculty who is assigned to a specific syndicate with the primary role of facilitating the development of assigned students according to the course aims and learning outcomes. It requires them to act primarily as a mentor to syndicate members. SGOs are to monitor and evaluate student progress during a course and provide feedback and feedforward to the officers of a syndicate to support meeting requirements as determined by the appropriate Course Plan. SGOs perform their duties under the supervision of the Course Director. More detailed tasks are described in the SGO handbook.

f. Senior Mentor

Senior Mentors assist with supervision of student's work, offer advice on how they might tackle particular tasks and assist in evaluation of their achievements and assignments. For operational planning module and exercises, Senior Mentor could serve as operational level commander and Subject Matter Expert.

g. Course Secretary

The Course Secretary is responsible for all daily secretarial and administrative duties of the JCGSC. One of the main duties of the Course Secretary is publishing and updating weekly plans with the CD's approval.

4.2 Student Representation

There are several important roles for students attending the JCGSC. Specific roles that support the educational and developmental process within the student body are:

4.2.1 Class Leader

The Class Leader is the JCGSC students' voice to the Course Director and faculty. An initial Class Leader from one of the Baltic States will be selected by the Course Director after the course starts. This officer will perform the duties until a permanent Class Leader is elected by students. The Class Leader is usually selected from among nominees from Estonia, Latvia or Lithuania, but this is not a predetermined rule.

The Course Director approves the results of the election (sometimes a run-off is necessary) and appoints the Class Leader officially. The Class Leader acts as a student representative and represents the JCGSC in any matters not covered by other functional representation of the course. They will act as the focal point in collecting the corporate view of the class on significant issues and passing opinions to the Course Director and staff members. This includes organising and conducting course feedback sessions in the middle and at the end of the course.

In the conduct of official duties, the Class Leader is delegated the authority with respect to fellow JCGSC students. The Class Leader's responsibilities include, but are not limited to:

- Maintaining direct communication with and taking guidance from the Course Director regarding JCGSC initiatives;
- Disseminating information to JCGSC students;
- Acting as the focal point in collecting the corporate view of the class on significant issues and passing the opinions to the faculty;
- Contributing to the College's representation and course's formal events;
- Ensuring proper decorum and discipline is maintained by students;
- Organising and executing the course social events (e.g. Course Farewell Reception, International Night);
- Assisting the faculty in planning and executing athletic events;
- Organising and preparing end-of-course tokens (digital photo album, contact list, etc.) on behalf of JCGSC students;
- Organising course feedback briefings in the middle and at the end of the course;
- Supporting faculty in the preparation and execution of activities outside of the College (e.g. study trips);
- Overseeing administration of the 'Best Coursemate' Award;
- Appointing deputies as necessary (Academic Representative, Social/Welfare Officer, Athletic Officer, Public Officer and Community Service Officer) and overseeing their efforts.

4.2.2 Syndicate Leader

Students will be divided into syndicates to facilitate small group learning and experience exchange. The composition of these syndicates may be fixed for the duration of the course or rearranged at the end of the first semester, as determined by the Course Director. Each syndicate will have a Syndicate Guiding Officer (SGO). The Civil Servants Course students will be integrated into the JCGSC syndicates to generate civil-military interaction and a mutually beneficial learning environment.

Each syndicate has a Syndicate Leader. The Syndicate Leader is one of the syndicate's students and is selected by the SGO in close cooperation with the syndicate students within two weeks after the course starts. The Syndicate Leader's tasks are twofold: first, in their external role, the Syndicate Leader assists the SGO, the Class Leader and Course Office in administrative and other matters. In their second role internally, the Syndicate Leader is responsible for the inner synergy and internal

atmosphere of the syndicate. For example, the Syndicate Leader assists in selecting and coordinating social, sports and other activities outside the scheduled programme.

The Syndicate Leader is also responsible for selecting the Class Assistant when the syndicate is responsible for this role according to the weekly plans. The Syndicate Leader supports the Class Leader in conducting their duties. As it is not a permanent position, the SGO can rotate the Syndicate Leader during the course.

4.2.3 Task Leader

Usually designated by the SGO, the Task Leader is responsible for the assigned task or project and plays a critical role in ensuring that it is completed to the desired standard. The Task Leader might be appointed for syndicate work or for another task performed by a larger group.

4.2.4 Class Assistant

The Class Assistant is a rotational duty. The Class Assistant is responsible for notifying the class when lessons start and notifying the lecturer that the class is ready. It is also the responsibility of the Class Assistant to provide a written attendance report every working day by 09:45 to the Course Office. After daily teaching is completed, the Class Assistant is responsible for the restoration of Von Sydow Hall and other academic rooms to their original configuration. When there is more than one course gathered in the lecture room, the Class Assistant of the JCGSC will act for all courses. As required by the Module Coordinator or Course Director, the Class Assistant could be responsible for introducing and thanking lecturers/guest lecturers if not otherwise decided by the Class Leader.

4.2.5 Additional Functional Roles and Representation

Students fulfil other functional duties and represent JCGSC students during the course academically or outside curriculum activities. These functions are permanent throughout the course. Additionally, a student may volunteer to facilitate an external activity.

The students will elect a Class Leader and deputies as necessary in the following functions: Academic Representative, Social/Welfare Officer, Athletic Officer, Public Officer and Community Service Officer. Student functions can be divided by syndicate, except the Academic Representative who will represent entire course position on academic matters. The main tasks of deputies are:

- Academic Representative: represents the course opinion regarding the quality of academic content and achievement of learning outcomes;
- Social/Welfare Officer: coordinates social events for the class;
- Athletic Officer: coordinates extra-curricular sports activities;
- Public Affairs Officer: updates websites, writes articles, gathers/records student events;
- Community Service Officer: coordinates community support activities, such as volunteer service.

4.3 Student Responsibilities

Whilst on the JCGSC, students have several responsibilities pertaining to both academic rigour and individual propriety. Students should:

- Conduct themselves with good manners both at the College and in public places;
- Respect Guest Speakers, faculty, support staff and other students;
- Act in a scholarly way during class, syndicate and extra-curricular activities;
- Meet with their supervisors on a regular basis;
- Undertake the necessary preparation to engage fully with syndicate activities;
- Ensure compliance with the applicable academic regulations and standards during all oral and written assignments.

5.0 Curriculum and Curriculum Flow

5.1 General

The JCGSC spans one academic year, inclusive of administration time and holidays. The curriculum consists of two semesters (August-December; January-June), including twelve modules, two elective periods and the Research Project. The elective periods will have a series of topics for students to choose individually to tailor their educational experience. In addition, there is an Initial Unit (online course), which must be completed in accordance with the stated deadlines. Additionally, two study trips support the educational requirements of selected modules and offer discussions with various experts and visits to the military, academic and historical sites.

The curriculum is delivered through structured modules and electives, which are designed units of a particular subject of education, lasting between one and five weeks. Module and elective coordinators are responsible for the modules of the JCGSC; they organise and/or facilitate the teaching of their modules/electives and the assessment process. For the curriculum flow, see Annex (C).

The curriculum is delivered by the three departments at the College: the Department of Military Studies (DMS); the Department of Political and Strategic Studies (DPS); and the Department of Leadership and Management Studies (DLMS), and is supported by guest speakers. Several modules and electives are conducted in close cooperation with the University of Tartu and the respective Centres of Excellence and with many other permanent cooperation partners.

5.2 JCGSC Modules and other Educational Components

- M1 Leadership and Command
 - M2 International Security Environment
 - M3 Fundamentals and Components
 - M4 Defence Planning and Management
 - M5 Project Management
 - M6 NATO Crisis Response
 - M7 Operational Level Planning
 - M8 Allied Joint Operations
 - M9 Operational Law
 - M10 Media Communications
 - M11 Planning and Execution of Allied Joint Operations
 - M12 Innovations and Military Technology (IMT)
- Research Project

The course objectives and learning outcomes (page 10-11) are achieved through the modules and other educational activities (electives, conferences, study trips, research project). The objectives are formulated with a purpose to design and implement more focused skills, competencies and knowledge. Regarding some modules and electives, the objectives are not limited to a single module/elective. For example, critical-thinking and leadership skills are required and assessed throughout the course and form an important part of the assessment in several modules. Each module and elective has an aim and learning outcomes; the outcomes from different modules are inter-linked and reinforce one another. The educational methods and assignments during modules are designed in order to achieve the desired learning outcomes.

JCGSC Initial Unit

To prepare students for a common standard before attending the JCGSC, an Initial Unit will be completed using ILIAS – the College’s Advanced Distributed Learning System. The unit provides an introduction or a review of knowledge for the residential modules, focused on Leadership, Fundamentals and Components, International Security Environment, Research Project, Elective 1 and additional information to facilitate students’ preparation for the first semester.

The Cyber Hygiene course is a mandatory prerequisite as part of the in-processing at the beginning of the course. History of the Baltic states is an optional module that is especially recommended to students outside the three Baltic states; however, it is not part of any module or elective.

By the end of the unit, students should be able to:

- a. Fundamentals and Allied Joint Operations (6 hours):**
 1. State the basic components of military theory and joint operations
 2. State the principles and structure of NATO doctrine
 3. State the concept of the joint functions

- b. Leadership and Command (3 hours):**
 1. Reflect on differences between direct and organisational leadership

- c. International Security Environment (4 hours):**
 1. Recall the key concepts of international security and strategy formulation

- d. Research Project (4 hours):**
 1. Understand the process and requirements of Research Paper writing
 2. Understand the structural requirements for the Research Paper

- e. Cyber Hygiene (2 hours):**
 1. Understand the risks and threats in the cyber domain and apply best practises to mitigate potential damages

- f. History of the Baltic States: (2 hours)**
 1. Understand the basics of the history of the Baltic states

Assignment	Assessment
Essay, Multiple Choice/Fill in the Blanks test.	Diagnostic (Fail/Pass)
Time distribution: counted as IPT in the following Modules: Leadership and Command, Fundamentals and Components, International Security Environment and Research Project.	

The total estimated time to complete this unit is 21 hours. It will be available before the students’ arrival at the College and must be completed in accordance with the deadlines set in the instructions on ILIAS. (SGOs will confirm completion of the JCGSC Initial Unit).

In-processing week will be conducted during the first week of the course in order to provide students of the JCGSC with the information on policies, procedures and protocols necessary to succeed during the course. The students will also receive introductory lectures on course flow and the academic settings of the College, conduct an English language test, focus on familiarisation with one another and foster team building by forming their syndicate groups.

Module 1: Leadership and Command

The aim of Module 1 is to analyse leadership theories and practices in order to contribute to the development of students as adaptive leaders capable of assuming positions of organisational level commanders and operational level staff officers.

The main topics of this module are the fundamentals of leadership, self-leadership and organisational leadership. The topics of the **Annual Baltic Military History Conference** will complement the learning outcomes of the module.

Learning Outcomes

At the end of this module, students should be able to:

1. Analyse the main elements and concepts of leadership to improve their leadership abilities.
2. Examine and employ the characteristics of self-leadership to increase self-awareness and improve their ability to positively influence themselves and their subordinates/colleagues.
3. Apply organisational leadership-related aspects to improve their performance in organisational command and operational staff positions.

Assignment	Assessment
Part of Oral Exam	Summative (0-10)
Credits: 6 ECTS	

Module 2: International Security Environment

The aim of Module 2 is to examine the dynamics and challenges in the contemporary security environment and their impact on the security and defence policies of Estonia, Latvia and Lithuania.

The main topics of this module are strategy formulation, concepts and theories of international relations, international organisation with a focus on NATO and the EU, contemporary threats to the Baltic and NATO countries, approaches to domestic policy and civil-military relations, security and defence policy in the Baltic states and deterrence vis-a-vis Russia.

Baltic Defence Study Trip (BDST) is an integral part of Module 2. During the BDST students will gain knowledge on the national (Estonian, Latvian and Lithuanian) defence policies, decision-making principles and defence planning priorities. The BDST also contributes to familiarisation with international military structures, including NATO's presence in the region, as well as attainment of a better understanding of national military installations and facilities.

Learning Outcomes

At the end of this module, students should be able to:

1. Investigate threats and challenges to security and the strategic responses that states and international organisations implement to address them.
2. Demonstrate an understanding of how international, regional and domestic political developments affect national security and defence policies.
3. Explain key concepts in International Relations.
4. Explain the process of strategy formulation and the relationship between ends, ways and means.

5. Examine the coherence of the political ambitions, defence objectives and force posture of the Baltic states.
6. Estimate the significance of allied cooperation and integration in the Baltic region.

Assignment	Assessment
Syndicate work and presentation, policy paper	Summative (graded from 0-10)
Credits: 6 ECTS	

Module 3: Fundamentals and Components

The aim of Module 3 is to explain military theory, the roles, tasks, capabilities and limitations of the components (Land, Maritime, Air and Special Operations), Communication and Information Systems & Cyber and their contribution into desired joint effects.

The main topics of this module focus on evolution in military theory, modern military doctrines, operational art, essential core capabilities and the requirements and limitations of individual services (Land, Maritime, Air and Special Operations), with special attention on Command and Control (C2), Intelligence Surveillance Reconnaissance (ISR), operational effects, logistics, integration of different components and their role in countering today's threats.

A staff ride to Saaremaa is an integral part of Module 3. The staff ride is devoted to operation ‘Albion’: The German landing on Saaremaa, October 1917. It provides students with an intellectual and transitional bridge between the theory and the practice of planning and executing joint operations and creates a great possibility to analyse the major roles of individual services and their contribution to joint operations.

Learning Outcomes

At the end of this module, students should be able to:

1. Explain basic military theories and their relevance to the contemporary military doctrine and operational art.
2. Understand the roles, tasks, structure, combat effects and limitations of military components.
3. Describe the role and capabilities of each component within the joint operations.
4. Analyse the employment of different components and their contribution to joint operations (staff ride to Saaremaa, Operation ‘Albion’).

Assignment	Assessment
Part of Oral Exam	Summative (graded from 0-10)
Credits: 8.5 ECTS	

Module 4: Defence Planning and Management

The aim of Module 4 is to employ defence planning and management methods and practices applicable for capability planning, development and sustainment in order to maximise the operational performance of Armed Forces and achieve desired objectives by evolving pragmatic solutions.

The main topics of this module are NATO/EU and national defence planning concepts; Planning, Programming, Budgeting, and Execution System (PPBES); managerial tools and instruments.

Learning Outcomes

At the end of this module, students should be able to:

1. Explain the main defence planning and management concepts to provide advice on ways to develop future forces.
2. Distinguish principles of decision-making in resource planning, programming, budgeting and execution.
3. Employ defence management methods and tools to make recommendations on effective defence management.

Assignment	Assessment
Staff Paper	Summative (Fail/Pass)
Credits: 3 ECTS	

Module 5: Project Management

The aim of Module 5 is to employ conceptual Project Management approaches and use practical tools to help manage critical success factors in each of the project management life-cycle phases by applying these tools in project planning. To develop the knowledge and skills necessary to execute project work and management to solve problems.

The main topics of this module are introduction to Project Management, project life cycle, complex projects; project scoping, logical frameworks, work breakdown structure, work packages, engaging stakeholders, risk management and scenario analysis, controlling quality, cost & schedule and project communication, evaluation & reporting.

Learning Outcomes

At the end of this module, students should be able to:

1. Identify the fundamentals of Project Management.
2. Estimate the key elements in successful project management to maintain the scope in line with objectives and goals.
3. Translate the concept of project management across the breadth of military duties.
4. Employ project management concepts to solve staff and organisational problems.

Assignment	Assessment
The assessment for this module is based on the student's contribution to syndicate work (staff paper – project plan, presentation), individual preparation and participation in learning activities.	Summative (Fail/Pass)
Credits: 3 ECTS	

Module 6: NATO Crisis Response

The aim of Module 6 is to apply the processes and procedures of NATO Crisis Response in a range of contemporary NATO Non-Article 5 operations. The module includes theoretical lectures and syndicate discussions on NATO Crisis Response, NATO decision making and the responsibilities of

the North Atlantic Council (NAC), Military Committee and nations. The Module includes discussions on types of Crisis Response Operations and the interagency approach as the key to the successful resolution of crises.

The main topics of this module are NATO Crisis Response, NATO Crisis Response System (NCRS), NATO decision making, EU-NATO cooperation and interagency approach: legislative and doctrinal framework, support of civilian authorities and international organisations and trends in areas which may lead to a crisis (up to NATO Article 5).

Learning Outcomes

At the end of this module, students should be able to:

1. Understand NATO Crisis Response mechanisms.
2. Explain the doctrinal basics and characteristics of NATO Crisis Management.
3. Utilise the comprehensive approach to security and national resilience.
4. Demonstrate the legal and political dimension of Crises Response Operations (CRO).
5. Analyse the trends, actors and scenarios which may lead to a crisis for NATO.
6. Examine the role of the main political and humanitarian actors and the importance of host nation support (HNS).

Assignment	Assessment
The assessment is broken down into two parts: individual assignment and staff paper.	Summative (graded from 0-10)
Credits: 4 ECTS	

Module 7: Operational Level Planning

The aim of Module 7 is to prepare students to understand and apply the principles of the NATO Operation Planning Process from the perspective of a planner or functional area specialist.

The main topic and method of this module is COPD based Operational Level Planning, including Comprehensive Preparation of Operational Environment, Centre of Gravity analysis and Operational Design, War Gaming and Course of Action development.

Learning Outcomes

At the end of this module, students should be able to:

1. Describe the main characteristics and phases of NATO's operational level planning process.
2. Utilise strategic level documentation that facilitates operational level planning.
3. Apply operational estimate methods, particularly Centre of Gravity analysis and Operational Design in order to define the problem and determine the necessary conditions to be achieved.
4. Apply operational level planning methods, particularly War Gaming and Course of Action Comparison, in order to design, analyse and compare courses of action.

Assignment	Assessment
The Assessment consists of multiple individual and group assessments: <ul style="list-style-type: none"> • Online test • Open book exam 	Summative (graded from 0-10)
Credits: 4.5 ECTS	

Module 8: Allied Joint Operations

The aim of Module 8 is to analyse operational level problems and apply the capabilities of individual joint functions as well as Operations Assessment, Battlespace Management and Joint HQ to contribute to the desired joint effects of Allied Joint Operations.

The main topics of this module are the concept of Joint Functions: Joint Command and Control, Civil-Military Cooperation Joint Intelligence, Strategic Communication, Joint Targeting, Joint Force Protection, Joint Air Defence, Joint Sustainability, Battlespace Management, JHQ and Operations Assessment.

Learning Outcomes

At the end of this module, students should be able to:

1. Apply the theory, tools and procedures for planning and orchestrating Allied Joint Operations.
2. Employ operational design and management concepts and tools in selected case studies.
3. Analyse the roles of components and functions and examine how these contribute to the desired operational effects.

Assignment	Assessment
Written Exam (consisting of several parts)	Summative (graded from 0-10)
Credits: 5 ECTS	

Module 9: Operational Law

The aim of Module 9 is to apply legal frameworks relevant for planning and conducting military operations.

The main topics of this module are the functioning of international law, legal framework of the use of force, principles of the law of armed conflict and human rights law, direct participation in hostilities, prohibited/restricted use of weapons and methods of warfare, the legal framework of naval and air operations, enforcement of international criminal law and rules of engagement.

Learning Outcomes

At the end of this module, students should be able to:

1. Explain the rules of international law related to the use of armed force.
2. Explain the concept of command responsibility and enforcement of international criminal law.
3. Apply the principles of the law of armed conflict and human rights law in a joint operational environment.
4. Identify and employ rules of engagement for a joint military operation.

Assignment	Assessment
Open book exam, scenario based	Summative (Fail/Pass)
Credits: 3 ECTS	

Module 10: Media Communications

The aim of Module 10 is to analyse the contemporary information environment as a new battlespace and investigate ways of operating in it and its effect on modern societies. It will be achieved by elaborating on strategic goals, influence operations, and media principles and by developing personal communications skills.

The main topics of this module are media in democracy and war, characteristics of contemporary information environment, the role of visuals in contemporary conflicts, the role of narratives and interview and press conference practical exercises.

Learning Outcomes

At the end of this module, students should be able to:

1. Identify the role of media in democracy and the challenges of the military (media relations).
2. Analyse the dynamics of the contemporary information environment, including the role of social media and the challenges and opportunities it presents for the governments and military.
3. Recognise the importance of narrative for effective communication in supporting strategic or operational goals and how actions communicate themselves.
4. Apply communications skills and storytelling during interviews, press conferences and other tasks.

Assignment	Assessment
Individual engagement and performance and contribution to syndicate work/presentation	Summative (Fail/Pass)
Credits: 1.5 ECTS	

Module 11: Planning and Execution of Allied Joint Operations

The aim of Module 11 is to apply operational estimate methods, particularly Centre of Gravity analysis and Operational Design in order to define the operational-level problem and determine the necessary operational conditions to be achieved. Apply operational level planning methods, particularly War Gaming and Course of Action Comparison, in order to design, analyse and compare courses of action. The planning phases will be followed by the execution phase.

The Module is conducted in the Command Post Exercise format at Joint Task Force HQ, set up and supported by a fictitious Article 5 scenario. Staff posts are assigned to the students and staff work is led by students.

Learning Outcomes

At the end of this module, students should be able to:

1. Apply operational estimate methods to define operational level problems in the planning and execution of a high-intensity combat operation.
2. Demonstrate leadership and efficient staff work principles acting as members of operational-level staff.
3. Apply NATO doctrines and publications as an operational level planner or a functional area specialist within joint headquarters to execute Art. 5 operations.

Assignment	Assessment
The assessment will be based on contribution to group assignments and differs on students' allocation to operational-level staff duties within the exercise.	Verbal feedback based on mentoring progress and performance.
Credits: 7 ECTS	

Module 12: Innovation and Military Technology (IMT)

The aim of Module 12 is to describe how innovations have transformed warfare and explain how technology is shaping the future character of war and military capabilities development.

The main topics of this module are theoretical innovation models, a historical perspective on innovation, technologies role on warfare and the, military, NATO and EU inputs for defence and security innovation, national capability development in Research and Development (R&D), industry and technological trends such as Artificial Intelligence (AI), robotics and automation, 5G, etc. and the future innovation landscape.

Learning Outcomes

At the end of this module, students should be able to:

1. Identify how and why innovations have affected the development of warfare in history, the present and the future.
2. Recognise the roles and dynamics between NATO, EU, military, R&D and industry in creating innovations and capability development.
3. Explain what kind of possibilities and challenges automation, robotics and AI could pose for armed forces.

Assignment	Assessment
The assessment consists of group work and individual contribution to a blog.	Summative (Fail/Pass)
Credits: 1.5 ECTS	

International Study Trip (IST)

The aim of the International Study Trip is to focus on cooperation within NATO entities and member states in order to boost regional security. It also aims to introduce the role of the staff in a joint environment and coordination between lower and higher levels of command, with emphasis on the operational level.

Moreover, it aims to gain a better understanding of the applicable processes and tools available within different NATO levels of command that transform operational thinking into a military application.

At the end of the IST, students should be able to:

1. Understand joint operational environment and distinguish linkages among different levels of command.

2. Analyse defence planning at the operational level and the procedures and tools used in the NATO decision-making process.
3. Analyse the roles of components and examine how they contribute to achieving desired operational effects.

Assignment	Assessment
<ul style="list-style-type: none"> • Group back-briefs • Students are expected to take an active part in briefings and discussions. 	Summative (Fail/Pass)
Credits: 1.5 ECTS	

Research Project

The aim of the research project is for the student to carry out original independent research on a topical subject and present it in the form of an academic essay and verbal presentation. “Original” in the context of Research Project (RP) means that it is written specifically for the purposes of the RP in the JCGSC and has not been presented/published elsewhere before.

Upon completion of the module, students will be able to:

1. Use principles of critical thinking and critical argumentation.
2. Formulate a succinct thesis or research question(s).
3. Find and analyse information and draw logical conclusions based on the data gathered.
4. Compose a logically flowing professional and academic paper.
5. Deliver a presentation and defend the conclusions and recommendations with arguments.

Assignment	Assessment
<ul style="list-style-type: none"> • Research paper • Verbal presentation 	Summative (0-10)
Credits: 8 ECTS	

5.3 Electives

The primary focus of students’ education is on developing the necessary skills and knowledge to excel in an unknown future where the only constant is change. Electives are the key means of achieving this, which makes them an essential part of the JCGSC. They allow students to take greater ownership of their development and receive a broader education. There are two periods of electives with different ways of organising them and different contents:

Elective 1 runs throughout the first semester, takes place on Mondays and is mostly conducted by the College faculty. This elective provides theoretical and academic subjects on selected topics of international security, history and leadership and is an essential part of the MA programme. This elective is intellectually demanding and requires preparatory reading, active engagement and accomplishment of a specific assignment in the selected elective.

Elective 2 is conducted during the second semester and runs for one week. Thus, it allows for external participation. Several electives are chosen to be certified as NATO courses. The attractiveness and high quality of these electives is also due to close cooperation with Centres of Excellence in the Baltic states and beyond.

One of the aims of Elective 2 is to facilitate preparation for the combined joint staff exercise by exploring some functional areas and specific topics. The other aim is familiarisation with topics such as energy security and similar contemporary security issues.

Elective Topics and Selection

Students will participate in one elective of their choice in each elective period. The choice of electives reflects the needs and interests of the students. Prior to the beginning of the elective, students will prioritise the top three electives they would like to take. The Course Director will review their selection and ensure each elective group has enough students in the group to conduct the education.

Elective 1

1.1 Military Security of Estonia, Latvia and Lithuania (DMS)

The aim of the elective is to provide students with an overview and in-depth analysis of the current international security environment influencing the Baltic region, in particular the three Baltic states, not least from a military point of view.

The elective consists of group discussions/seminars and involves students' individual work and preparation.

The main topics of this elective are military security of Estonia, Latvia and Lithuania, Russia's security strategy, doctrine and military capabilities, the Baltic states' defence strategy, doctrine and military capabilities; Baltic military co-operation, the role of Poland; the Nordic factor, Western powers and Baltic cooperation, the effectiveness of NATO's response to the changing security environment and Belarus military capabilities and posture.

Learning Outcomes

At the end of the elective, students should be able to:

1. Examine how the Baltic states (Estonia, Latvia and Lithuania) have responded to the recent developments in the military security environment in Europe.
2. Examine aspects of the Baltic States' (Estonia, Latvia and Lithuania) future cooperation.
3. Investigate the perspective of Sweden and Finland regarding Baltic region military security.
4. Examine the strategic postures of the Great Western powers in relation to Baltic region military security.
5. Examine the effectiveness of NATO's response to the changing security environment.
6. Investigate Belarus' situation regarding Baltic region military security.

1.2 Regional influences on European security (DPS)

The aim of the elective is to examine the key ideas, trends, factors and institutional arrangements of the regions of the world which affect the security of Europe. For example, post-colonial influences on the security dynamics in several selected regions will be studied. The role of the Armed Forces as an influential actor will also be explained.

The elective consists of lectures and involves students' individual work and preparation. The main topics of this elective are the Middle East, Dynamics in African Security, the Asia-Pacific region, American security challenges.

Learning Outcomes

At the end of the elective, students should be able to:

1. Explain the complexity of influences from various regions on European security.
2. Examine the importance of regional and sub regional organisations for the region's security.
3. Analyse the principles, formative cleavages or factors that influence security dynamics in selected regions.

1.3 Russia challenge (DPS)

The aim of the elective is to present to students a broad and structured perspective on Russia's contemporary state and society. To do so, it is planned to unveil intertwined regional and international security challenges stemming from Russia's growing revisionist resurgence and inherent geopolitical ambitions. This elective will engage students in both the theoretical and empirical levels of analysing Russia's challenge to the Euro-Atlantic community bound by the institutional fabric of the EU and NATO.

Learning Outcomes

At the end of the elective, students should be able to:

1. Map the kinds of power(s) Russia wields in regional and wider international relations and compare them with its ambitions.
2. Understand and explain Russia's security strategy, including towards the Baltic states, from the moment of the Soviet Union collapse until today.
3. Assess whether Russia can be changed and reformed from the outside in a predictable and stable way.
4. Propose possible deterrence methods; whether and how Russia can be deterred at all or at least distracted away from the former Soviet bloc zones or self-declared special interests.

1.4 Practises of Leadership (DLMS)

The aim of the elective is to examine personal historical leadership practices in order to understand their influence on different leadership decisions or solutions.

The elective consists of a case study and group preparations for a roundtable discussion, individual preparations and a video followed by discussions.

The main topics of this elective are integrity, innovation and vision, communication, decision-making and humility, detailed command and mission command, the direct and indirect approach, risk taker vs. risk averse.

Learning Outcomes

At the end of the elective, students should be able to:

1. Examine how leaders have solved problems on land, at sea and in the air, in SOF and joint operations as well as political arenas.
2. Analyse the leadership challenges faced by the leader during their involvement in operations and compare their approach with the main principles of mission command.
3. Analyse the leader's behaviour descriptions and compare them with the attributes that enable a direct and indirect approach to leadership.

1.5 Military History (DPS)

The aim of the elective is to use, analyse and consider history as a tool to aid professional judgment, exploring the evolution of war, strategy, tactics, leadership and operational art in the Baltic context.

The elective consists of a case study and preparations for a roundtable discussion, individual preparations and an analysis of the materials followed by discussions.

The main topics of this elective are the role of military history, Baltic states from the First World War, Baltic Defence Cooperation, the Baltic States and the Second World War, the Soviet-German War, proxy wars and the nature of war after World War II.

Learning Outcomes

At the end of the elective, students should be able to:

1. Analyse historical context and understand that Baltic countries were influenced by the events.
2. Understand the background of the Baltic countries from a historical military perspective and help analyse modern trends in professional military judgment.
3. Explain military conflicts using a historical approach.
4. Analyse the causes, nature and consequences of societal, economic and political aspects on military institutions and battlefield performance and assess the role of technology in warfare.

1.6 Post-American, Post-Western World: Challenges to the Euro-Atlantic Community (DPS)

The aim of this elective is to examine the dynamics of a post-American, post-Western world in the 21st century – attributes and distribution of power, weaknesses, the various structural arrangements for possible world order, patterns of alignment and confrontation, the nature, meaning and scope of conflicts and rivalries for the Euro-Atlantic community.

Key topics of this elective include the organisation and transformation of the Euro-Atlantic area as a partial international system after World War II and during (and since) the Cold War, alignments and patterns within and between the two main institutional groupings, the EU and NATO, strategies their members have used to preserve or strengthen their sovereign prerogatives and influence vis-à-vis each other and others, the emergence of an integrated union of states as an alternative to the Westphalian state system, challenges and challengers to the Euro-Atlantic community.

Learning Outcomes

At the end of the elective, students should be able to:

1. Generate relevant policy proposals to strategically address the strengths and weaknesses of the EU and NATO as well as the Western derivatives (the Euro-Atlantic community).
2. Appraise the major foreign and security policy challenges that revisionist powers or new challengers bring to the Euro-Atlantic Community.
3. Appraise the correlation between the military, economic, social and cultural superiority of the EU and NATO in relation to the rising challengers.
4. Appraise the existing and upcoming challenges for the liberal-democratic order.

1.7 Foreign Policy Analysis and Decision Making (DPS)

The aim of this elective is to examine the fundamental tenets of foreign policy decision making.

The elective will consist of lectures and case studies to understand how specific foreign policy decisions are made. Lectures will explore the foreign policy decision-making processes and structures of leading great powers, such as China, Russia, the UK and the US and discuss how foreign policy analysis can be applied to contemporary security issues. Key case studies will include the Cuban Missile Crisis and the Iraq war.

Learning Outcomes

At the end of the elective, students should be able to:

1. Explain the foreign policy decision-making process of great powers.
2. Examine theoretical approaches to foreign policy decision making from both IR theory and the wider social sciences.
3. Consider theoretical and policy debates in foreign policy decision making.

Assignments	Assessment
Elective (E) 1 assignments and assessment method in each elective will vary.	Summative (Fail/Pass)
E 1.1 Students will be graded based on the quality of the seminar and participation (40%) and staff paper (60%)	
E 1.2 Students' oral presentations	
E 1.3 Individual presentations and reviews of peer presentations	
E 1.4 Team: Group work (50%) and individual essay (50%)	
E 1.5 Long answer exam	
E 1.6 Policy paper	
E 1.7 Individual Presentations	
Credits: 3 ECTS	

Elective 2

2.1 Operational Level Energy Security (DLMS)

The aim of the elective is to apply energy security factors relevant to NATO by introducing fundamental concepts and analysing energy security developments in the current geopolitical situation and their potential impact on alliance security and military operations at the operational level.

The elective consists of ADL, individual preparation, lectures, seminars, reading tasks, presentations and group work. The lectures will be delivered in cooperation with the specialists' network from NATO Energy Security Centre of Excellence.

The main topics of the elective are NATO's role in energy security, NATO ENSEC COE: introduction and activities, military aspects of energy security, geopolitics of energy security, power production and distribution in the Baltic states, energy conflicts, hybrid warfare and energy security, critical energy infrastructure protection (CEIP), energy infrastructure in the maritime domain, intersection of cybersecurity and critical energy infrastructure (CEI), energy efficiency in military operations, energy behaviour changes with military application.

Learning Outcomes

At the end of the elective, students should be able to:

1. Analyse energy security developments and their potential impact on military operations.
2. Analyse risks to Critical Energy Infrastructure (CEI) by focusing on the entire energy system.
3. Apply innovative energy efficiency approaches to improve NATO capabilities.

2.2 Intermediate Strategic Communications (STRATCOM) (DMS)

The aim of the elective/course is to educate planners in order for them to ensure StratCom integration and execution occurs at all levels within their headquarters.

The elective/course consists of Advanced Distributed Learning (ADL) or an online course, lectures, seminars and group work and involves students' individual work and preparation. Lectures will be delivered in cooperation with the specialists from NATO Strategic Communications Centre of Excellence, the Baltic states, NATO Force Structure and NATO Command Structure.

The elective/course is open for external students. The course can be organised as an online course depending on necessity and time available.

The main topics of this elective are STRATCOM framework, STRATCOM narrative, implementation of STRATCOM, information environment – challenges and opportunities for a military leader.

Learning Outcomes

At the end of the elective, students should be able to:

1. Understand the fundamentals of NATO Strategic Communications.
2. Understand NATO StratCom policy and its relationship to Political Military (POLMIL) Direction and Guidance (D&G).
3. Understand Information Environment in relation to StratCom.
4. Understand the role, function, utility and limitations of StratCom related functions and capabilities.
5. Implement StratCom considerations into processes and products of their branch/department.

2.3 Operational Level Cyber (DMS)

The aim of the elective is to develop an understanding of cyberspace as an operational domain as well as how cyber elements enable desired effects or military objectives to be achieved at the operational level.

The lectures will be delivered in cooperation with specialists from NATO Cooperative Cyber Centre of Excellence.

The main topics of this elective are cyberspace as an operational domain, cyber threats and actors, cyber intelligence and OSINT, legal considerations, NATO perspective on cyber operations: cyber intelligence in NATO, NATO technical cyber capabilities.

Learning Outcomes

At the end of the elective, students should be able to:

1. Understand the limitations, tools and procedures applied for planning cyber operations as part of Allied Joint Operations.
2. Differentiate between defensive and offensive cyber operations and understand legal ramifications.
3. Demonstrate how cyber elements could support achievement of desired joint effects at the operational level.

2.4 Joint Logistics and HNS (DMS)

The aim of the elective is to provide students with a deep understanding of NATO Joint Logistics and Host Nation Support (HNS) in the Joint Operations Area (JOA).

The elective consists of lectures, group work and daily plenary discussions. The ‘Mare Sueicum’ scenario will be used throughout the elective.

The main topics of this elective are the geographical and infrastructure analysis of Baltic Sea region countries in the ‘Mare Sueicum’ scenario, deployment of NATO forces into the area of the Baltic States, reception, staging, onward movement and integration of NATO forces into the Baltic states area (RSOM/I), Joint Logistics Support Group (JLSG) and Host Nation Support (HNS).

Learning Outcomes

At the end of the elective, students should be able to:

1. Describe the strategic deployment process and the principles of Detailed Deployment Plan (DDP) generation.
2. Explain the Reception, Staging, Onward Movement and Integration (RSOM/I) process, its principles and timings.
3. Describe the specific role of the Joint Logistics Support Group (JLSG) and explain its role within joint operations.
4. Describe the purpose and role of Host Nation Support (HNS) in joint operations and estimate the necessary requirements for the provision of HNS.
5. Describe joint logistics capabilities, explain all organisational forms and identify logistics challenges in the Joint Operations Area.

2.5 Intelligence and Counter-Intelligence (DMS)

The aim of the elective is to develop students’ knowledge of operational level intelligence and counter-intelligence, including aspects of the Human Intelligence (HUMINT) Function in Combined Joint Staff (CJ2X) and Joint Intelligence, Surveillance and Reconnaissance (JISR).

The main topics of this elective are the role of staff officers in supporting the Intelligence Process in an Operational Staff, formulation of intelligence requirements and timeline of when they should be formulated, Counter-Intelligence in NATO, HUMINT as an Intel asset during the Execution phase.

Learning Outcomes

At the end of the elective, students should be able to:

1. Examine the intelligence process at the operational level.

2. Describe the processes and activities related to Counter-Intelligence measures for joint operations.
3. Identify the role of HUMINT for support of the Execution phase during an operation.

Assignments	Assessment
All Elective 2 assignments in each EL may vary. The assessment will be based on students' contribution throughout the elective.	Summative (Fail/Pass)
EL 2.1 The Assessment is based on students' contribution and engagement throughout the elective.	
EL 2.2 The Assessment is based on a test and students' contribution and engagement throughout the elective in SYNA and individual assignments.	
EL 2.3 The Assessment is based on students' contribution to syndicate work and participation in discussions.	
EL 2.4 The Assessment is based on students' contribution and engagement throughout the elective.	
EL 2.5 The Assessment is based on students' contribution and engagement throughout the elective.	
Credits: 1.5 ECTS	

5.4 Conferences

Baltic Defence College Annual Conference on Russia

The aim of the Annual Conference on Russia is to provide a forum for the discussion of Russia's foreign, security, defence and military policies as well as the responses of the Euro-Atlantic community to those challenges. The flagship academic event of the Baltic Defence College, the Annual Conference on Russia, attracts high-level experts from both military and academic circles. The conference has become an integral part of the curriculum at BALTDEFCOL and provides students with the newest insights on developments in Russia and beyond. Given its high attendance (317 participants for the 2020 edition of the conference) and many speakers, it serves as a unique networking opportunity and important professional development event during the course.

Annual Conference on Baltic Military History

The aim of the Annual Conference on Baltic Military History is to explore how lessons from the past can offer guidelines for the development of more effective defence policies for the region. History is of crucial importance in the professional development of officers and has been used as a source of knowledge and inspiration ever since the establishment of professional military education. From 2018, it has become an integral part of the curriculum of the JCGSC and affords students a unique insight into the interaction between military history and current day decision making. The 2019 Conference was devoted to the conjunction of the 70th anniversary of the North Atlantic Treaty Organisation and the 15th anniversary of the Baltic states' accession to the Alliance.

The College provides additional opportunities for students and faculty to attend both academic events and roundtable seminars organised at the College and facilitates participation in seminars and regular conferences on a range of topics organised by cooperation partners in the region, academic institutions and Centres of Excellence.

6.0 Student Assessment System

6.1 Introduction

Assessment is a continuous process intended to support students' progress throughout the JCGSC and enable the College to report to sending states on their performance. Guided by the Dean, the Course Director is ultimately responsible for the assessment of students. SGOs assist the Course Director in the assessment of students' Qualities and Capabilities. Module and Elective coordinators support Departmental Directors in meeting academic education requirements, including the students' assessment. The following forms of assessment are utilised by the JCGSC:

	Purpose	Form	Sequence
Diagnostic	To assesses what students already know and/or the difficulties they might have, which may limit their engagement in new learning.	Ungraded feedback	Before a module or course
Formative	To provide feedback during an educational activity or module. To achieve this, students may be given the opportunity to complete tasks during modules to assist with their learning, which will always result in feedback.	Ungraded feedback	During a module or course
Summative	To determine whether students have met the prescribed aim and learning outcomes for modules. To achieve this, students are required to complete one summative activity – an assignment, sometimes consisting of various components – for each module.	Graded feedback, (anonymous or 'blind' assessment resulting in 0-10/Fail to Distinction or Pass/Fail)	End of a module or course

6.2 Assessment Process

The process for the student assessment system consists of two parts. Firstly, all Modules and Electives include an assignment that will be formally assessed – these are known as summative assessments. The assessment along with feedback is intended to assist with the students' development throughout the course. A summative assessment is designed to formally assess the performance and knowledge of students in relation to the learning outcomes for JCGSC Modules and Electives. Students must pass all assignments associated with a particular module in order to pass the whole module. A student who for any reason receives a 'Fail' grade in one or more of the summative assignments will not graduate from the JCGSC but will receive a *Letter of Attendance*.

Secondly, students' performance during all course activities will be observed and assessed according to Qualities and Capabilities, forming the basis of a report (Performance Review) to be issued to both the student and their sending state. This form of assessment is conducted through both counselling conducted by SGOs and the Course Director and at the end of the JCGSC, a written Performance Review. SGOs and the Course Director will monitor the students' progress and performance throughout the course and will also provide them with informal feedback and feedforward when appropriate. More details are provided in section 6.4.

6.3 Assessment of Student Academic Ability

The Baltic Defence College uses an assessment system compatible with the European Credit Transfer and Accumulation System (ECTS) and follows the requirements of the MA programme conducted

with the National Defence Academy of Latvia. These requirements state that each Module and Elective has to be assessed with a summative assessment (Fail/Pass or graded 0-10).

The purpose of the assessment is to formally assess the performance and knowledge of students in relation to the aim and module learning outcomes. At the end of the first semester, an oral exam will occur for Modules 1 and 3, summarising education during the semester. The exam is an important assessment event, as its successful completion will prove every student's readiness to apply the knowledge during education in the second semester.

Other Modules, Electives and the Research Project will have a separate assessment based on the stated requirement and grading matrix. These matrixes are generated by Module and Elective Coordinators to ascertain how the grade scale will correspond to the assessment of a specific assignment and will be made available to students.

The following grade scale will be applied for all summative assessments:

Distinction 9-10	The student is displaying an outstanding grasp of the subject matter and a very broad level of achievement of learning outcomes.
Merit 7-8	The student has fully met the module's aim by displaying a strong grasp of the subject matter and attainment of learning outcomes at a very high level.
Pass 5-6	The student has met most of the module's aim by displaying a satisfactory grasp of the subject matter and attainment of learning outcomes at a satisfactory level.
Bare Pass 4	The student has not quite met the module's aim due to a deficient grasp of the subject matter and attainment of learning outcomes at a minimal level.
Fail 0-3	The student has failed to meet the module's aim due to an inadequate grasp of the subject matter and acquired knowledge and skills are below the minimum level.

Those assignments assessed using Fail/Pass criteria will use the 'Fail' and 'Pass' grades outlined below.

Pass with Distinction	The student is displaying an outstanding grasp of the subject matter and a very broad level of achievement of learning outcomes.
Pass	The student has met most of the module's aim by displaying a satisfactory grasp of the subject matter and attainment of learning outcomes at a satisfactory level.
Fail	The student has failed to meet the module's aim due to an inadequate grasp of the subject matter and acquired knowledge and skills are below the minimum level.

6.3.1 Re-Assessment Policy

Summative assessments also represent an opportunity for continued learning and improvement. To achieve this, students will receive feedback on their performance from faculty. This feedback includes the refinements required to improve performance in the future.

If a student receives a 'Fail' for an assignment, they will be afforded a single opportunity to undertake reassessment. The student has the responsibility to work actively through their SGO or directly with

appropriate faculty to support their educational requirements. A student who receives ‘Grade 0-3’ or ‘Fail’ for the original assignment can, upon successful completion of the reassessment, receive a maximum of ‘Grade 4’ or ‘Bare Pass’. After failing to pass the assignment during the reassessment process, the Academic Board will be called to make a recommendation for the Commandant. Based on the recommendation of the Academic Board, the Commandant will inform the sending/sponsoring nations on further actions.

6.3.2 Appeal Policy

Students may appeal any grade they receive during their studies on the JCGSC. The appeal must include well-defined reasons showing why they believe they have been assessed incorrectly or treated unfairly.

The process and criteria for appealing are outlined in the academic regulations of the Baltic Defence College.

6.3.3 Academic Misconduct

The Baltic Defence College is proud of its academic integrity and will not tolerate any academic misconduct. All students and faculty are expected to read and abide by the academic integrity policy (including the description of various forms of academic misconduct) as provided in the academic regulations of the Baltic Defence College. Case in the event of academic misconduct, students may face expulsion from the JCGSC and return to their home country in accordance with procedures approved by the Baltic states and set out in the Baltic Defence College Regulations.

6.4 Assessment of Qualities and Capabilities

Along with students’ academic enhancement and performance, the students’ individual and leadership development on selected qualities and capabilities (outlined in the matrix below) are observed, coached and assessed throughout the course. More details will be provided by SGOs.

Students’ development and counselling is achieved through utilisation of the following key tools:

- Mentoring by SGO (SGO Dialogue).
- Individual Development Planning.
- Peer-to-Peer Development.

Leadership	<p>This is a measure of the student’s ability to influence others whilst holding a leadership position. The leader’s approach to leading others depends on the environment, the team and the task. It is the ability to influence others by providing purpose, direction and motivation depending on the situation at hand.</p> <p>A student in a leader’s position is expected to:</p> <ul style="list-style-type: none"> • understand the circumstances and variables of the operating environment; • provide subordinates with a sound and nested purpose; • guide the process by providing clear direction; • keep subordinates focused and engaged through the application of motivational tools.
Character	<p>This is a measure of the student’s ethics, morals and values as an individual and as a leader. It is their ability to exercise wise judgement while in a leadership position. It requires a student to accept and embrace the values and standards of the Baltic Defence College’s Code of Conduct.</p> <p>A student should be able to demonstrate:</p> <ul style="list-style-type: none"> • honour and discipline that adhere to the Code of Conduct; • integrity that is beyond reproach, possessing high moral standards and honesty in word and in deed; • moral courage in the face of adversity and opposition, manifesting in the self-confidence that leads to physical and moral bravery;

	<ul style="list-style-type: none"> • loyalty and allegiance to their nation, to this College and to their peers and subordinates; • respect for self and for others that promotes dignity, diversity and equal opportunity; • selfless service that places the organisation and welfare of others above one's self; • duty in fulfilling professional, legal and moral obligations.
Ability to apply Critical Thinking	<p>This is a measure of the student's ability to evaluate key facts, content, logic and motive simultaneously in order to arrive at reasoned deductions and conclusions which are beyond one's own mental limitations and biases. Critical thinking describes the mental processes, strategies and representations people use to solve problems, make decisions and learn/develop new concepts. It is the ability to apply distinctive cognitive skills to identify, analyse and solve complex problem sets.</p> <p>As a result, a student:</p> <ul style="list-style-type: none"> • is able to identify key factors; • can apply sound reasoning to the facts, understand the context and motives and draw rational deductions and conclusions; • is able to understand the capabilities and limitations of their own thought process.
Professional Competence	<p>This is a measure of the student's ability to demonstrate a professionally disciplined interest in expanding their knowledge both within their specialised functional area and across the wider aspects of defence and security.</p> <p>Students should demonstrate the ability to:</p> <ul style="list-style-type: none"> • research and comprehend current global and regional security issues and their impact on the operational environment; • gain thorough knowledge and understanding of national force/service level components and capabilities and applicable NATO military doctrines; • seek enhanced knowledge and understanding of new technology, force developments and their implementation/integration into contemporary military affairs.
Verbal and non-verbal Communication Skills	<p>This is a measure of the student's ability to express themselves verbally and non-verbally to include written form.</p> <p>A student should be able to deliver:</p> <ul style="list-style-type: none"> • written and oral assignments that follow prescriptive standards and style; • written work/oral presentation proficiency that meets Joint Operational Staff Officer requirements using grammatically correct English language; • written and oral assignments that exercise proper terminology and use of vocabulary.
Organisational Skills	<p>This a measure of the student's ability to plan and organise individual and team tasks whether assigned as a task leader or acting as a member of a team.</p> <p>A student should demonstrate the ability to:</p> <ul style="list-style-type: none"> • plan and organise the tasks and delegate when in position of authority; • take appropriate action without being prompted by peers or faculty; • develop clear priorities and apply time management in both individual work and syndicate work/assignments.
Relational Behaviour	<p>This is a measure of the student's personal relations and interactions with other students and faculty.</p> <p>Relational Behaviour is demonstrated by:</p> <ul style="list-style-type: none"> • clear and respectable cooperation with others, regardless of cultural, religious or social experience or bias; • the ability to modify personal behaviour appropriately and proportionate to the circumstances; • the ability to adapt to the corresponding environment in order to improve personal cultural and social awareness whilst enhancing multinational diversity that enriches life-long relationships.

6.4.1 Mentoring by Syndicate Guiding Officers

The purpose of the SGO Dialogue is to facilitate a professional exchange between an SGO and a student as part of the coaching, mentoring and teaching process. During the Dialogue, the SGO should present a holistic picture ('whole person concept') to the student about their performance according to the Qualities and Capabilities and overall progress of the student.

At the end of each semester, the SGO will prepare a written summary on the progress of each student within their syndicate according to the format provided in the SGO handbook. The Mid-Course report – following the first semester and the Final Performance Report – will be provided to the student and the national authorities to document their development/performance.

An SGO may, at any time, provide additional written feedback if a student's progress and/or professional conduct and behaviour have been observed. This feedback will include the observed behaviour and performance as well as the necessary corrective actions in order to bring the student back to normal standards of academic or professional performance.

6.4.2 Individual Development Planning

Individual Development Planning is all about creating a long-term goal for professional and personal development. From the start of the JCGSC, students will be afforded the opportunity to become familiar with the concept of individual development and practice preparing an Individual Development Plan at least for the period of the studies on the JCGSC.

SGOs will be the main facilitators for this concept and they advise students in their individual development. Upon planning individual development, the following sequence should be followed:

- Students must understand their own needs so they can set meaningful goals;
- Students define these goals in terms of what they want to achieve and the steps necessary to get there;
- Finally, students identify gaps in their skills and experience and create an action plan that will fill them so that they can start to move towards their end goal.

6.4.3 Peer to Peer (P2P) Development

In addition to Individual Development Planning, the JCGSC offers an extra tool for self-development – Peer-to-Peer (P2P) Development. This tool creates a framework where students can receive feedback from their syndicate mates. The P2P feedback will occur at the end of the first semester or immediately at the beginning of the second semester. At this point in the course, students will know one another to a great extent and group dynamics will have matured to enable students to share observations about one another. Guidance and instructions on conduct of P2P feedback will be provided by SGOs.

6.4.4 Performance Review

Formal assessments of students' performance are made in written performance reviews. This is an essential process in two aspects:

- Periodic reports offer an indication to faculty and students of the strengths and weaknesses of a student as a basis for their performance. This indication is important to develop the student's potential.
- For those outside the College concerned with career development, the Performance Review provides information about the relative achievement of the student.

During the academic year, the following reports will be prepared and delivered:

- **Initial Counselling:** during counselling, the students will begin to develop the Individual Development Plan. The purpose of the Individual Development Plan is for the person, with support from their SGO, to determine what they want to improve during the JCGSC and how to assess progress. Counselling is conducted throughout the course as required and guided by the CD and SGO.
- **Mid-Course Performance Review:** this serves as a basis for the Final Performance Review and it is compiled considering the students' academic performance and an assessment of their qualities and capabilities. It provides feedback on the students' performance to their nations (Estonia, Latvia and Lithuania) and to the students. SGOs draft the document guided by the CD and submitted to the Commandant by the end of January 2020.
- **Final Performance Review:** the final Performance Review is a written record of each student's performance that gives information useful for the student's future career management to their national authorities and provides recommendations for possible areas for future postings. The Performance Review will be marked for official use only and handled in such a way that only appropriate Baltic Defence College faculty and sending nations have access. Final students' counselling is conducted to discuss and complete the Performance Review, including reviewing the results of their Individual Development Plan and input from P2P.

6.5 Graduation Process and Requirements

To graduate, students must meet the following graduation requirements:

- Receive at a minimum “Bare Pass” (Grade 4) or “Pass” (for Pass/Fail assignments) for all summative assignments in the Modules and Electives.
- Demonstrate proper “character” during their time in the course. Meaning – no issues with academic misconduct or general misconduct outside of the College.

Should they meet these requirements; students will receive graduation documents. The graduation documents will include a Diploma, Diploma Supplement and the Performance Review. The Diploma certifies the qualifications obtained as a result of successful graduation. The Diploma Supplement documents the ECTS Credits earned during the course and is designed to enable the transfer of academic credit should students seek to pursue further qualifications at colleges of higher education and/or universities.

In cases of failure to achieve the required academic standards for graduation, the Commandant recommends that the sending and/or sponsoring nation withdraw the student or provide them with a *Letter of Attendance* declaring that they *attended* the JCGSC, but did not meet the graduation requirements.

6.6 JCGSC Awards

JCGSC graduates may be awarded the following academic awards – Commandant’s Award, Academic Writing Award, Joint Operations Award, Class Leader and the ‘Best Course mate’ Award. All awards will be presented during the graduation ceremony:

- The **Commandant’s Award** is given to the student with the highest overall performance in all areas of assessment.
- The **Academic Writing Award** is meant for the student who writes the best Research Paper. Their thesis will also be considered for publication in *Ad Securitatem*.
- The **Joint Operations Award** recognises the student who demonstrates superior application of knowledge during Module 3: Fundamentals and Components, Module 7: Operational Level Planning, Module 8: Allied Joint Operations, Module 11: Planning and Execution of Allied Joint Operations.
- The **Class Leader Recognition** is presented to the student who has performed the Class Leader’s tasks.
- The **‘Best Coursemate’ Award** is given by JCGSC students to the student who has demonstrated exemplary officership and teamwork and contributed the most to the overall success and reputation of the JCGSC and the Baltic Defence College.

7.0 Course Evaluation Process

7.1 General

Your opinion and feedback are important to refine our current course plan and develop the future curriculum. Curriculum development is a continuous process involving a review of the current course programme, planning and authorship of new or revised material, approval of changes and production and distribution of the course material.

The Baltic Defence College will continuously endeavour to make the curriculum more effective, relevant, flexible and responsive to new challenges.

To improve and develop the course, upon graduation, a survey will be sent to the Baltic states and other countries to gather your assessment of the course. Please take the time to answer the feedback request critically and constructively.

7.2 Course Evaluation System

Operational-level officers are expected to publicly or individually share their constructive feedback and recommendations, and the JCGSC feedback mechanisms represent one opportunity to develop this critical skill. There are several ways students can evaluate the education they have received:

1. **Weekly feedbacks** are collected depending on the lengths of the modules and additional requirements either through the information management system, questionnaires or the student's representation (Syndicate Leaders or Academic Representative).
2. **Module Feedback:** at the end of a module, everyone will submit their feedback in the information management system. The Module Coordinator will review it and discuss the results in a separate meeting with students and faculty as required.
3. **Course Feedback:** after the first semester and at the end of the course, students provide a mid-course and end of course feedback. The Class Leader supported by the other students will be responsible for organising these sessions and producing the results. The briefings are followed by the discussion with faculty.
4. **After course assessment/questionnaires:** course evaluation continues after graduation when students have taken new positions and tasks in their countries or international postings. The former students and their direct superiors (senior leaders) will be asked to provide feedback/fill in a questionnaire on the relevance of the course and learning outcomes in a relation to their new tasks and job requirements.

Annexes

ANNEX A | Abbreviations

ACH	Admiral Cowan Hall
ADL	Advanced Distributed Learning
BALTDEFCOL	Baltic Defence College
BDU	Battle Dress Uniform
BDST	Baltic Defence Study Trip
BWR	Baltic Way Room
CDT	Commandant
CD	Course Director
CSELC	Senior Enlisted Leaders' Course
CL	Class Leader
CP	Course Plan
CSC	Civil Servants' Course
CTC	Critical Thinking and Communication
DCDT/COS	Deputy Commandant/Chief of Staff
DOS	Director of Support
DMS	Department of Military Studies
DLMS	Department of Leadership and Management Studies
DPS	Department of Political and Strategic Studies
ELS	English Language Seminar
EC	Elective Coordinator
EXE	Exercise
IST	International Study Trip
GS	Guest Speaker
HCSC	Higher Command Studies Course
HHH	Hans Haekkerup Hall
ISD	Individual Study Day
IPT	Individual Preparation Time
JCGSC	Joint Command and General Staff Course
JOPG	Joint Operations Planning Group
MC	Module Coordinator
P2P	Peer-to-Peer Development
PME	Professional Military Education
SGO	Syndicate Guiding Officer
SL	Syndicate Leader
SLC	Senior Leaders' Course
SNR	Senior National Representative
SM	Senior Mentor
SME	Subject Matter Expert
SYNA	Syndicate Activity
SYN	Syndicate
TBA	Team Building Athletics
VSH	von Sydow Hall

ANNEX B | JCGSC Key deliverables/Assignments

Module/ Elective	Deliverables/ Assignments*	Date Due or Assessment	Department
FIRST SEMESTER			
Diagnostic/Pre-Course	JCGSC Initial Unit	See instructions on ILIAS	All/CD
English Language	English Language Assessment (In-processing week)	During In-processing	CD
Research Project	Selection of research project topics Research paper outline and literature overview to supervisor	03.09.2020 09.10.2020	DPS RP supervisors
M1: Leadership and Command	Oral Exam	02.- 04.12.2020	DLMS/DMS
M3: Fundamentals and Components			
M2: International Security Environment	Policy paper	23.10.2020	DPS
Elective 1	ELE 1 assignments/exam	14.12.2020	DLMS/DPS/DMS
M4: Defence Planning and Management	Staff Paper	18.12.2020	DLMS

Module/ Elective	Deliverables/ Assignments*	Date Due or Assessment	Department
SECOND SEMESTER			
M5: Project Management	Group work: staff paper and presentations	14.01.2021	DLMS
M6: NATO Crisis Response	Individual Assignment Staff paper	25.01.2021 02.02.2021	DMS
M7: Operational level Planning	Online Test Open book Exam	22.02.2021 23.02.2021	DMS
M8: Allied Joint Operations	Written exam	01.04.2021	DMS
M9: Operational Law	Written exam (Open book)	16.04.2021	DPS
Research Project	First full draft of Research paper presented to supervisor	04.01.2021	Supervisors
M10: Media Communications	Preparation for interviews Syndicate work/presentations	30.04.2021	DLMS
M12: Innovations and Military Technology	Group work and individual contribution to a blog	04.06.2021	DLMS
Research Project	Research paper submitted Presentation	15.03.2021 19-20.04.2021	All faculty

* Assessment standards are being developed by each Elective/Module Coordinator and will be reviewed and approved by the Course Director prior to the Module/Elective going active.

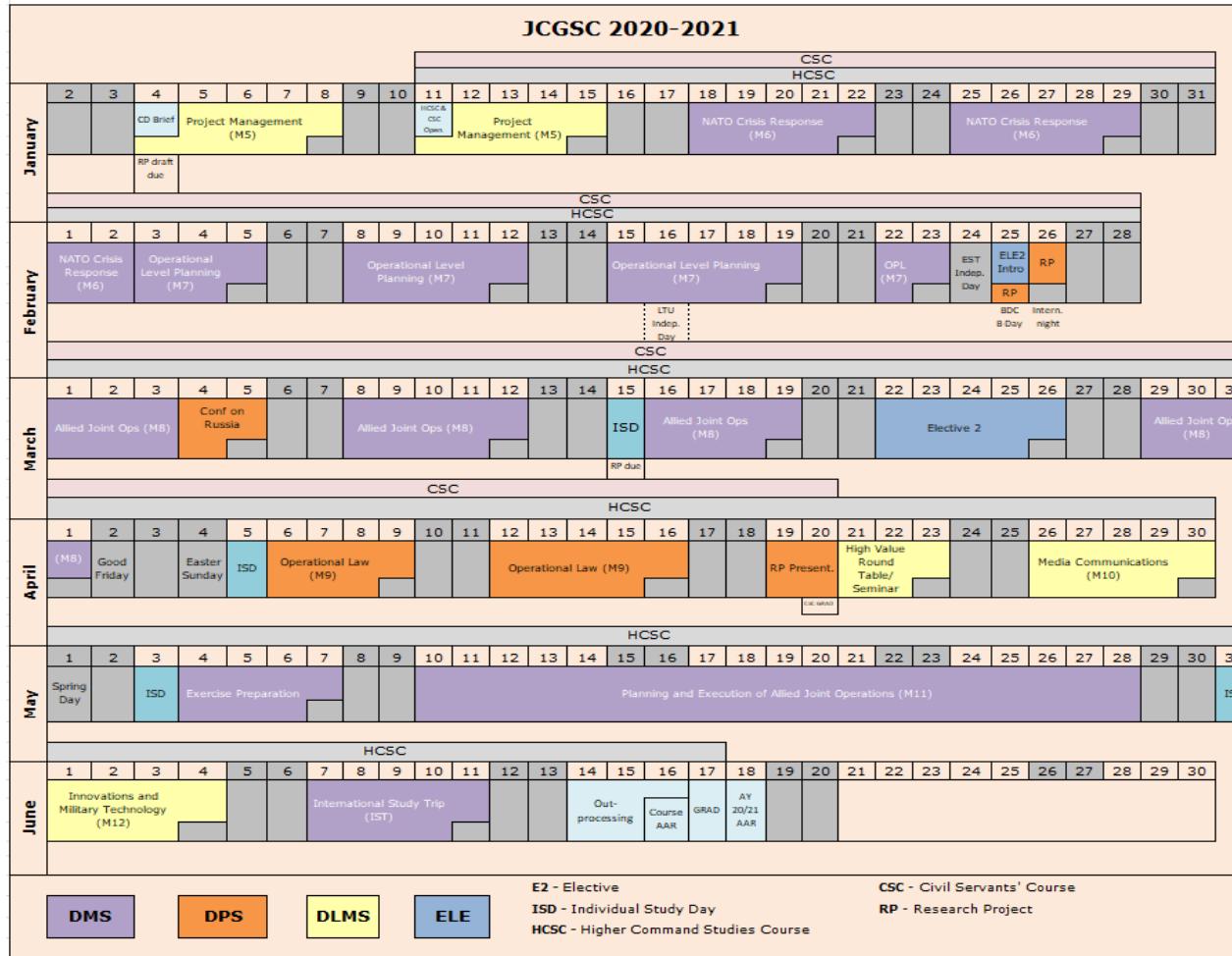
ANNEX C| Curriculum Flow – First Semester

August-December 2020

JCGSC 2020-2021																																
August	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																		JCGSC Open Cerem.	In-Processing	Restor. of Indep. of EST	ISD					Leadership and Command (M1)						
TBA																																
September	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	CT / SF	CT	L&C (M1)					ELE1	L&C (M1)						L&C (M1)	Research project			ELE1	Mil Hist Conf	International Security Environment (M2)		ELE1	Intern Sec Env (M2)								
ELS EXE Sept 3 RP and ELE1 Shield selected																																
CSELC 2020																																
October	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
	M2	ISD			ELE1	Intern Sec Env (M2)										BDST			ELE1	Intern Sec Env (M2)			ELE1	Fundamentals and Components (M3)								
ELS RP outline due																																
CSELC 2020																																
November	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	
									ELE1	Fund & Comp (M3)			Staff Ride Op ALBION		ISD	Fund & Comp (M3)			ELE1	Fund & Comp (M3)					ELS	ISD	ISD					
ELS ELS LVA Indep. Day																																
December	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	
	ORAL EXAM					ELE1	Defence Planning and Management (M4)					ELE1 Asses Mid AAR	Def Plan & Man (M4)																			
ELS ELS Christmas Break																																
DMS DPS DLMS ELE TBA - Team Building Athletics ISD - Individual Study Day BDST - Baltic Defence Study Trip ELS - English Language Seminar ELE1 - Elective RP - Research Project SF - Supervisors' Fair CT - Critical Thinking																																

ANNEX C | Curriculum Flow – Second Semester

January-June 2021





Baltic Defence College

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